

Grit, Mindset and Self-efficacy

Essentials for Accomplishment

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Workshop Goals

- To understand the concepts of grit, growth mindset, and self-efficacy
- To understand the difference between how a fixed mindset and a growth mindset affect accomplishment
- To learn the basics of how to provide praise, criticism, and support to students in ways that promote grit, a growth mindset, and self-efficacy

Self-efficacy

- The belief in one's capabilities to organize and execute the courses of action required to produce given attainments.
- Albert Bandura first developed the concept of self-efficacy in the 1970's.
- Now one of the most highly researched constructs in psychology.

Self-Efficacy

- Self-esteem versus self-efficacy
- Re-conceptualization of self-esteem—

A healthy self-esteem results when a child has a strong sense of self-efficacy. This comes from actual earned accomplishments, not piled-on praise.

Mindsets

- “In fact, every word and action sends a message. It tells children – or students or athletes – how to think about themselves.”
- Carol Dweck, Ph.D.
- Experimental Evidence

Mindsets as Internal Guides

(Carol Dweck, Ph.D. Professor of Psychology at Stanford University)

- Mindsets guide the interpretation of success and failure.
- Our mindsets affect our “internal dialogue.”
- There are fixed mindsets and growth mindsets about achievement.

Fixed Mindset

- Your qualities are etched in stone—you've either got it, or you don't.
- An urgency to prove yourself over and over.
- Every situation calls for a confirmation of intelligence, personality, or character.
- The person feels personally judged by every situation.
- May have confidence, but it is fragile.
- Success is about proving you are smart.
- Failure is an identity—"I am a failure."
- May try to repair their self-esteem rather than their failure.

Fixed Mindset Interpretations

- The work is flawed, so I am, too.
- I'm naturally gifted; I don't need to study (when things are easy).
- When things get tough:
 - I cannot do this, I must actually be stupid. I hope nobody else has figured this out.
 - This is hard. If it looks like I'm working hard to understand it people won't think I'm the *wunderkind* anymore. I'll stop trying. They'll all be wrapped up in wondering how they can change me and reassuring me I'm smart.
 - What is she talking about? Constructive criticism? I've always had the most perfect projects in class. She isn't supposed to criticize, she's just supposed to tell me how great I am.

Fixed Mindset Statements

- You are so smart.
- I'm impressed—You got an A and I didn't even see you study.
- You know you're smart enough to do better.
- You're wasting your potential.

Growth mindset

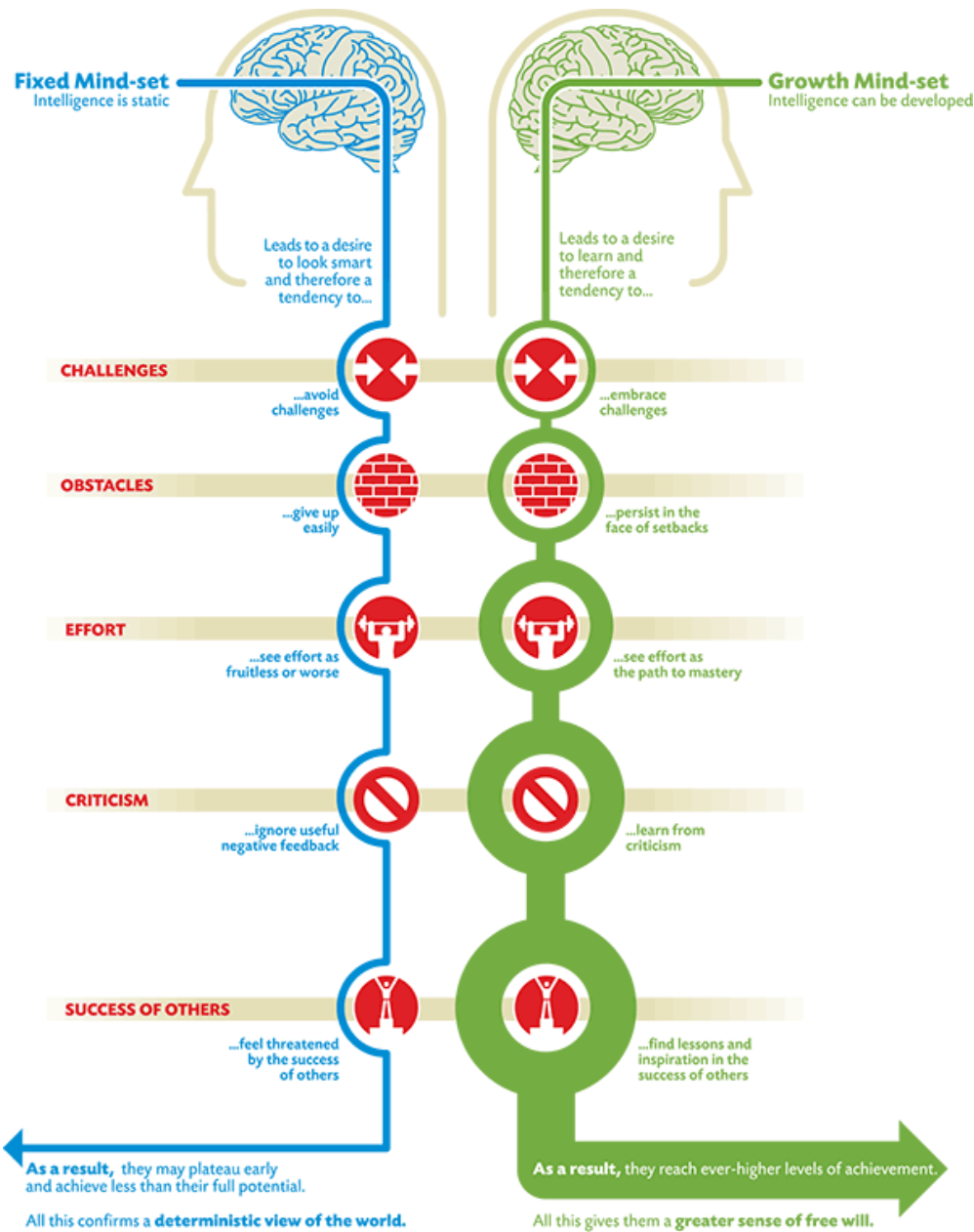
- Basic qualities are things I can cultivate through my efforts.
- Everyone may vary in initial talents, aptitudes, interests, and temperaments, but everyone can change and grow through application and experience.
- I need accurate assessments of my skills so I can grow.
 - Why waste time trying to prove how great I am when I could be using that time to get even better?
 - Why hide deficiencies when I am confident I can overcome them?
- Success is about learning.
- Failure is to be dealt with, faced, and learned from

Growth mindset interpretations

- I got a low grade. I could have worked harder, but I really should have worked smarter. I didn't use the after school support the teacher offered. I will use it this time, study smarter, and show the teacher I can really master this material.
- Wow, I have worked really hard, listened to the teacher, persisted through the tough parts and look what it got me. I am good at matrix addition, multiplication, subtraction and division. I didn't even know what matrix algebra was when I started this class.

Growth Mindset Statements

- You put a lot of effort into this project and it really shows.
- You have really improved your math skills—You didn't know how to plot equations on a graph when we started, now you are solving problems to determine slope.
- Congratulations--You keep adding to your writing skills by all of the practice and effort you have put in. After the extra practice you put in, your use of descriptors has become much more vivid and expressive.
- What strategies can you use to do things differently and improve your performance?
- How much effort will it take for you to acquire the skills you need?



GRAPHIC BY NIGEL HOLMES

Duckworth statements on Grit and Self-control

- Grit is the tendency to sustain interest in and effort toward very long-term goals
- Self-control is the voluntary regulation of behavioral, emotional, and attentional impulses in the presence of momentarily gratifying temptations or diversions
- On average, individuals who are gritty are more self-controlled, but the correlation between these two traits is not perfect: Some individuals are paragons of grit but not self-control, and some exceptionally well-regulated individuals are not especially gritty

Question 1

- What language do I need to change with my children when they succeed, fail, face challenges, or reflect on progress?

Question 2

- How will I assure that my children are given opportunities to fail at authentic challenges?

Question 3

- In discussion with other participants, describe conversations you can have with schools on these constructs.

Some Resources

- Perkins-Gough, D. (September, 2013). The significance of grit. A conversation with Angela Duckworth. Educational Leadership. Vol. 71, No. 1 Resilience and Learning, pp. 14-20
 - Duckworth, A. (2013). The key to success? Grit. Retrieved from the TED Website:
https://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit?language=en
 - Dweck, C. (2010). The Effect of Praise on Mindsets. Retrieved from the Vook Online Web site: http://www.youtube.com/watch?v=TTXrV0_3UjY
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Thank You for Coming

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